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In another column is to be found the report of the Commission on College Entrance Requirements presented to the American Philological Association at its recent meeting in Baltimore. The personnel of this commission and its origin have been previously alluded to (*THE CLASSICAL WEEKLY* 3.1). The meeting at which the report was formulated was held in Cleveland on October 29 and 30. All the members were present, a fact which showed very clearly appreciation of the importance of the meeting. And the feeling which all the members seemed to share that individual preferences should be sunk in the broader consideration of the best interests of all was not less remarkable. There seemed to be a unanimity of opinion that the best test of teaching was the ability to translate unseen passages of Latin with substantial accuracy. The hope was expressed that this would be the ultimate test, but a number of the Commission believed that the time was not yet ripe for a step so radical as the requirement of only sight translation on examinations. There was, however, the same unanimity of feeling that if we could not go as far as that, still it was high time to do something to remedy the acknowledged defects of the present system and to go before the public with a statement of requirements on which all could stand and which all could defend. Though the western members of the Commission represented a certificate system of entrance to college and the eastern members one of examinations, it soon became evident that what was really desired was the improvement of the system of teaching in the schools and in this matter the interests of one section were as vital as those of the other.

Finally, after protracted debate, in which the utmost cordiality and harmony were displayed throughout, the report was unanimously adopted and now goes before the people as an expression of the matured thought of the colleges and the secondary schools.

Discerning critics will notice evidences of compromise. One institution has given up some part of its demands, another has modified some parts of its requirements, but nothing essential either in spirit or actuality has been sacrificed by any of the parties concerned.

It only remains now for the colleges of the country to embody the report of this commission in their announcements in place of the requirements hitherto

indicated. The Commission suggests that this be done in the next announcement of the various institutions and that the first examination under the new system be held in 1911 so as to give opportunity to make suitable preparation.

At first sight doubtless some teachers will be alarmed by the increased emphasis on sight translation, but all the progress of the last few years has been in that direction and the problem really concerns itself with methods of instruction rather than with the results. It is true that serious changes will have to be made in instruction. The old system of home preparation with the aid of a translation will prove less and less efficient and much more stress will have to be laid on prompt performance in the class-room in reading what has not been seen. It is too early to formulate a definite method of procedure. Doubtless most teachers will formulate their own. Some will lay more stress upon written work, others upon oral work; some will pay particular attention to vocabulary, others will trust to reading for the acquisition of vocabulary. The reduction of the amount specifically required will relieve teachers of the necessity of covering so many pages in a given time and it will no doubt happen that progress at the beginning will be much slower in actual ground covered; but if the sense of power and the ability to handle what is learned is thoroughly developed, progress in the later years should be much more rapid. It seems certain that Latin will become a more efficient educational instrument in this way than it has been, and if the new requirements bring about greater attention to oral work a great good will be gained. In any case the necessity of reading fixed quantities of the secondary authors will be obviated and teachers will no longer be able to bemoan the monotony of High School teaching. The choice of authors and selections will lie largely with themselves. No class of fall-backs will have to repeat the work of the previous year. It will be possible to vary the course so that their work will be new; every teacher will appreciate the value of this. The work will be judged by results, not by ground covered, and the pupil or class that can develop the required ability by reading less and exercising the brain more will be encouraged by the reports of the examination. It has long been time to disabuse ourselves of the belief that the efficiency of Latin training depended upon the number of Teubner text

pages covered, and with it to get rid of the view that the bright mind and the stupid mind must study the same length of time to reach the same results. Freedom with restrictions is what is gained by the new set of requirements. Thoroughness is safeguarded, monotony is avoided. The possibilities of shallow attainments and the temptation to the use of translations are greatly lessened.

It seems to me to be a matter of congratulation to the Latin teachers of the country that their representatives have been able to unite upon a set of requirements which represents such a judicious mixture of conservatism and progress. G. L.

REPORT OF THE COMMISSION ON COLLEGE-ENTRANCE REQUIREMENTS IN LATIN¹

At its annual meeting in 1908 the American Philological Association, acting upon petitions from the Classical Association of New England, the Classical Association of the Atlantic States, and the Classical Association of the Middle West and South, passed this vote:—

Resolved, That there be constituted under the authority of this Association a commission of fifteen members on college-entrance requirements in Latin, to formulate definitions of such requirements and to further the adoption of these definitions by our colleges and universities, in the interest of that uniformity toward the attainment of which this Association in the vote of Dec. 28, 1907, promised to "lend all aid in its power".

Resolved, That the members of this Association who are present as representatives of the Classical Associations of New England, the Atlantic States, and the Middle West and South be constituted a committee to select the commission named above; further, that this commission shall consist of four members each, two representing colleges and two representing secondary schools, from the Classical Associations of New England and the Atlantic States, and seven members from the Classical Association of the Middle West and South, four representing colleges and three representing secondary schools, and shall include the committee of selection.

The committee charged with the selection of the Commission, W. G. Hale, J. C. Kirtland, and Gonzalez Lodge, asked the Latin departments of certain universities to designate representatives and left to the three Classical Associations the choice of the members to represent secondary schools. The committee deemed it important that four universities which admit students only on examination, two within the territory of the Classical Association of New England and two within the territory of the Classical Association of the Atlantic States, should be represented on the Commission, and thus made up the complement of college representatives allowed to these Associations by the vote establishing a Commission; in the case of the Classical Association of the Middle West and South institutions in different parts of its territory were selected.

¹ Presented at the meeting of the American Philological Association, at Baltimore, December 30, 1909.

As soon as all the members had been appointed, a chairman was elected. He submitted to the members interrogatories covering all the matters that had been proposed for the consideration of the Commission and such others as are involved in the demand for uniform requirements and uniform examinations, and they sent their answers, with the arguments with which they supported their opinions, to their colleagues. This preliminary discussion prepared the way for the meeting of the Commission, which was held in Cleveland on October 29 and 30, 1909. All members were present at every session, and the following definitions of college-entrance requirements in Latin were adopted by unanimous votes:—

I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Caesar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Aeneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Aeneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight*. Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading*. Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Aeneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition*. The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

NOTE. The examinations in grammar and composition may be either in separate papers or combined with other parts of the Latin examination, at the option of each individual institution; and nothing in any of the above definitions of the requirements shall be taken to prevent any college from asking questions on the grammar, prosody, or subject-matter of any of the passages set for translation, if it so desires.

SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From